

High School Redesign

- Moving Forward with High School Redesign is focused on creating flexible, student-centred approaches to 21st century learning, including increasing student engagement, improving student achievement, and enhancing teacher practice.
- A total of 96 schools participated in Moving Forward with High School Redesign. This includes 69 new schools and the 27 schools who were part of the High School Flexibility Enhancement pilot project. Schools participating in Moving Forward with High School Redesign are exempted from the 25-hour-per-credit requirement, thereby enabling changes to practice and to timetables in support of flexible learning environments.

Provincial Dual Credit Strategy

The Dual Credit Strategy allows students to earn both high school and post-secondary credits for the same coursework, make progress towards workplace certification, or gain preferred placement (course exemption) in post-secondary programs for coursework completed in high school.

In 2013-14:

- The Provincial Dual Credit Strategy Steering Committee, comprised of representatives from post-secondary, secondary and business and industry, reviewed and approved the first intake of applications for dual credit opportunities in June 2013;
- 26 dual credit opportunities have been approved for Year 1 in a number of areas including agriculture, information technology, oil and gas, tourism and hospitality, health sciences and trades.

Provincial First Nations, Métis and Inuit Professional Learning Strategy

- Alberta Education, in partnership with Alberta Regional Professional Development Consortia developed a strategy to build the capacity of educators to acquire and demonstrate attributes, skills and knowledge of the history, culture and contemporary contexts of Alberta's First Nations, Metis and Inuit peoples in order to teach this content to all students.

Education Sector Workforce Planning

In 2013-14, Alberta Education:

- Increased the number of First Nations, Metis and Inuit teachers through the Community Based Teacher Education Program by 27 new teachers;
- Increased the number of quality teachers in northern Alberta communities through the Northern Student Teacher Bursary resulting in 99 students graduating with a Bachelor of Education degree and working within the communities.

Council of Ministers of Education, Canada

The Council of Ministers of Education, Canada (CMEC) functions as Canada's education voice on the international scene by representing the country's diverse provincial and territorial education systems.

- The Minister of Education chaired the 102nd meeting of CMEC in February 2014. Ministers discussed CMEC's international activities and priorities with respect to how Canada's international reputation was advanced through the Programme for the International Assessment of Adult Competencies and the Programme for International Student Assessment.

Infrastructure

- In 2013-14, Government completed three modernization/replacement projects in the Province: in Edmonton, Claresholm, and St. Paul with additional work completed on schools in Fort McMurray and Lloydminster.

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Alberta Education's 2013-2014 Annual Report is available at:
<http://education.alberta.ca/department/annualreport.aspx>

Alberta Education

2013/2014

Annual Report Highlights



Alberta Government

Introduction

The success of every student is our highest priority. The ministry of Education provides leadership to ensure we have the best place for our students to learn by:

- meeting the diverse learning needs of students;
- engaging students' passions and interests;
- promoting continuous improvement in learning through outcomes-based accountability and reporting; and,
- determining the knowledge, skills and attributes necessary for student success.

The ministry ensures the effective delivery of education by:

- developing and supporting the implementation of policies, programs and standards;
- providing equitable funding to school authorities;
- monitoring the management of school jurisdictions; and,
- providing education sector workforce planning, teacher development and certification.

Investment in Education

- In the 2013-14 fiscal year, school board and ministry operational spending increased by \$7 million overall. Instruction, including teacher salaries/benefits and services/supplies, increased by \$1.9 million; payments to accredited private schools increased by \$13.1 million (6.3 per cent); and basic education support (Department) increased by \$5.1 million (10.3 per cent).
- Funding was increased to keep class sizes down, especially in the early grades where enrolment pressure is highest. Total class size funding was approximately \$248 million.
- \$280 million was provided to support a safe transportation system for nearly 300,000 Kindergarten to Grade 12 students across Alberta.
- \$472 million was provided to school boards to support costs associated with the day to day up-keep of school buildings.



Alberta Education identifies performance measures and targets for key indicators of success of the K – 12 education system, reflecting our commitment to continuous improvement.

Results over time and targets for 2013/2014 are provided below. Rather than relating solely to 2013/2014 spending, these results reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

2014 Performance Summary Table

Goal 1: An excellent start to learning

Outcomes	Performance Measures	Target 2013/14 (%)	Current Result ² (%)	5-Year Trend ³
<ul style="list-style-type: none"> Children are reaching emotional, social, intellectual and physical development milestones and are ready for school 	Participation rate of Grade 1 students in Early Childhood Services (ECS) programs in a prior year	97.0	97.5 ^{✓+}	↑

Goal 2: Success for every student

<ul style="list-style-type: none"> Students achieve Alberta's student learning outcomes Students demonstrate citizenship and entrepreneurship Students demonstrate proficiency in literacy and numeracy Achievement gap between First Nations, Metis and Inuit students and all other students is eliminated Student learning needs are supported 	Overall percentages of students who achieved standards on provincial achievement tests: ¹				
	<ul style="list-style-type: none"> Language Arts, all students 	acceptable	82.5	79.5*	↓
		excellence	18.4	16.0*	↓
	<ul style="list-style-type: none"> Language Arts, FNMI students 	acceptable	64.7	61.3*	~
		excellence	7.9	4.7*	~
	Overall percentages of students who achieved standards on diploma examinations:				
	<ul style="list-style-type: none"> Language Arts, all students 	acceptable	87.6	88.3 ^{✓+}	↑
		excellence	11.4	12.3 ^{✓+}	↑
	<ul style="list-style-type: none"> Language Arts, FNMI students 	acceptable	85.5	84.1 [✓]	~
		excellence	8.6	8.1 [✓]	↑
	Overall agreement of parents, teachers and students that students model the characteristics of citizenship	86	85 [✓]	~	
	Overall satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	78	74*	~	
	Overall agreement of students, parents and teachers that students are engaged in their learning at school	87	85 [✓]	~	
	High school completion rate of students within five years of entering Grade 10:				
<ul style="list-style-type: none"> All students 		81.5	81.7 [✓]	↑	
<ul style="list-style-type: none"> FNMI students 		49.0	50.1 [✓]	↑	
	Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10	60.5	59.2*	~	
	Overall agreement of students, parents, teachers and school board members that student learning needs are supported at school	83	82 [✓]	~	

Goal 3: Quality teaching and school leadership

<ul style="list-style-type: none"> Teacher preparation and professional growth focus on the competencies needed to help students learn Effective learning and teaching is achieved through collaborative leadership 	Overall agreement of teachers and school board members that teachers are prepared for teaching	82	74*	↓
	Overall satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning	74	70*	~
	Overall satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects	88	80*	↓
	Overall satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies	85	82*	~

Goal 4: Engaged and effective governance

<ul style="list-style-type: none"> Education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public Students and communities have access to safe and healthy learning environments 	Overall satisfaction of students, parents, teachers, school board members and the public that input is considered, respected and valued by the school, jurisdiction and province	64	59*	~
	Overall perception of parents, teachers and school board members that Alberta's education system has improved in the last three years	41	34*	↓
	Overall satisfaction of students, parents, teachers, school board members and the public with the quality of basic education	89	85*	~
	Overall satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment	89	87 [✓]	~
	Overall satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	79	78 [✓]	~

1. Targets and historical results have been revised to remove Grade 3 Provincial Achievement Test results

2. Target Achievement: [✓] Target Met ^{✓+} Target Exceeded ^{*} Target not met

3. Trend: [↑] Improvement in performance ~ No significant change in performance [↓] Decline in performance

Significant difference is considered in assessing trends and target achievement for all measures. Targets are considered met if the current result is not significantly different from the target value.